

Clinton Elementary

110 Clinton School Road
Lancaster, SC 29720

Grades	K-5 Elementary School	
Enrollment	390 Students	
Principal	Rachel Ray	803-285-5395
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Lisa T. Bridges	803-286-6972

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	47	61	10

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Below Average	Yes
2005	Average	Good	No
2006	Below Average	Unsatisfactory	Yes

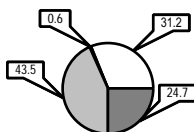
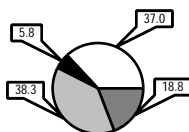
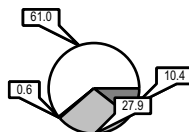
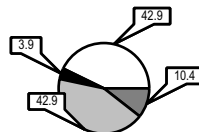
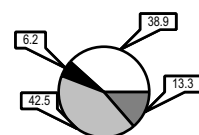
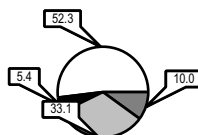
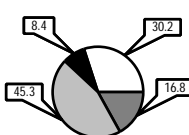
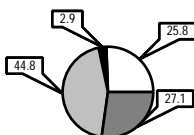
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	168	100.0	30.8	42.9	24.4	1.9	37.2	Yes	Yes
Gender									
Male	94	100.0	34.9	38.4	24.4	2.3	34.9	N/A	N/A
Female	74	100.0	25.7	48.6	24.3	1.4	40.0	N/A	N/A
Racial/Ethnic Group									
White	55	100.0	29.2	43.8	22.9	4.2	43.8	Yes	Yes
African American	112	100.0	30.8	43.0	25.2	0.9	34.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	125	100.0	17.6	49.6	31.9	0.8	46.2	N/A	N/A
Disabled	43	100.0	73.0	21.6	0.0	5.4	8.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	100.0	30.8	42.9	24.4	1.9	37.2	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	167	100.0	30.3	43.2	24.5	1.9	37.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	128	100.0	33.1	43.2	22.0	1.7	31.4	Yes	Yes
Full-pay meals	40	100.0	23.7	42.1	31.6	2.6	55.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	168	100.0	36.5	37.8	18.6	7.1	32.1	Yes	Yes
Gender									
Male	94	100.0	34.9	34.9	20.9	9.3	36.0	N/A	N/A
Female	74	100.0	38.6	41.4	15.7	4.3	27.1	N/A	N/A
Racial/Ethnic Group									
White	55	100.0	31.3	33.3	27.1	8.3	43.8	Yes	Yes
African American	112	100.0	38.3	40.2	15.0	6.5	27.1	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	125	100.0	26.9	42.9	23.5	6.7	38.7	N/A	N/A
Disabled	43	100.0	67.6	21.6	2.7	8.1	10.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	100.0	36.5	37.8	18.6	7.1	32.1	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	167	100.0	36.1	38.1	18.7	7.1	32.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	128	100.0	39.8	38.1	16.1	5.9	28.8	Yes	Yes
Full-pay meals	40	100.0	26.3	36.8	26.3	10.5	42.1	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	168	100.0	60.3	27.6	10.3	1.9	12.2
Gender							
Male	94	100.0	55.8	26.7	14.0	3.5	17.4
Female	74	100.0	65.7	28.6	5.7	0.0	5.7
Racial/Ethnic Group							
White	55	100.0	45.8	35.4	12.5	6.3	18.8
African American	112	100.0	66.4	24.3	9.3	0.0	9.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	125	100.0	56.3	30.3	12.6	0.8	13.4
Disabled	43	100.0	73.0	18.9	2.7	5.4	8.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	100.0	60.3	27.6	10.3	1.9	12.2
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	167	100.0	60.0	27.7	10.3	1.9	12.3
Socio-Economic Status							
Subsidized meals	128	100.0	63.6	25.4	10.2	0.8	11.0
Full-pay meals	40	100.0	50.0	34.2	10.5	5.3	15.8

Social Studies							
All Students	168	100.0	42.3	42.3	10.3	5.1	15.4
Gender							
Male	94	100.0	41.9	38.4	10.5	9.3	19.8
Female	74	100.0	42.9	47.1	10.0	0.0	10.0
Racial/Ethnic Group							
White	55	100.0	41.7	39.6	12.5	6.3	18.8
African American	112	100.0	42.1	43.9	9.3	4.7	14.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	125	100.0	32.8	49.6	12.6	5.0	17.6
Disabled	43	100.0	73.0	18.9	2.7	5.4	8.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	168	100.0	42.3	42.3	10.3	5.1	15.4
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	167	100.0	41.9	42.6	10.3	5.2	15.5
Socio-Economic Status							
Subsidized meals	128	100.0	44.1	43.2	8.5	4.2	12.7
Full-pay meals	40	100.0	36.8	39.5	15.8	7.9	23.7

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	52	100.0	22.9	39.6	37.5	0.0	37.5
	4	68	98.5	27.7	52.3	20.0	0.0	20.0
	5	69	100.0	28.1	48.4	21.9	1.6	23.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	60	100.0	25.9	38.9	33.3	1.9	35.2
	4	43	100.0	41.5	43.9	14.6	0.0	14.6
	5	65	100.0	27.9	45.9	23.0	3.3	26.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	52	100.0	33.3	56.3	10.4	0.0	10.4
	4	68	98.5	18.5	46.2	27.7	7.7	35.4
	5	69	100.0	29.7	51.6	9.4	9.4	18.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	60	100.0	46.3	33.3	16.7	3.7	20.4
	4	43	100.0	34.1	36.6	22.0	7.3	29.3
	5	65	100.0	29.5	42.6	18.0	9.8	27.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	52	100.0	58.3	41.7	0.0	0.0	0.0
	4	68	98.5	55.4	36.9	6.2	1.5	7.7
	5	69	100.0	54.7	28.1	12.5	4.7	17.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	60	100.0	66.7	27.8	1.9	3.7	5.6
	4	43	100.0	68.3	19.5	12.2	0.0	12.2
	5	65	100.0	49.2	32.8	16.4	1.6	18.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	52	100.0	39.6	58.3	0.0	2.1	2.1
	4	68	98.5	38.5	43.1	18.5	0.0	18.5
	5	69	100.0	53.1	32.8	7.8	6.3	14.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	60	100.0	35.2	48.1	14.8	1.9	16.7
	4	43	100.0	51.2	43.9	4.9	0.0	4.9
	5	65	100.0	42.6	36.1	9.8	11.5	21.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 390)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	6.2%	Down from 8.7%	3.6%	2.8%
Attendance rate	95.4%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 13.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 13.3%	0.0%	0.0%
Eligible for gifted and talented	3.3%	Up from 2.5%	6.8%	10.4%
On academic plans	7.0%	N/AV	46.1%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	16.4%	Down from 16.9%	7.6%	7.5%
Older than usual for grade	2.8%	Down from 3.8%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	No change	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	51.6%	Down from 60.0%	51.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	15.0%	N/A	3.1%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.8%	Down from 91.1%	87.0%	87.3%
Teacher attendance rate	95.1%	Up from 94.7%	94.9%	94.9%
Average teacher salary	\$42,262	Down 0.2%	\$41,724	\$42,485
Prof. development days/teacher	9.4 days	Up from 7.9 days	13.3 days	13.3 days
School				
Principal's years at school	1.0	Down from 3.0	4.0	4.0
Student-teacher ratio in core subjects	15.0 to 1	Up from 14.3 to 1	17.5 to 1	18.6 to 1
Prime instructional time	88.8%	Up from 88.7%	89.6%	89.7%
Dollars spent per pupil*	\$7,988	Up 10.9%	\$6,904	\$6,557
Percent of expenditures for teacher salaries*	73.7%	Up from 73.0%	63.1%	64.0%
Percent of expenditures for instruction*	76.1%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	96.6%	Up from 87.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	17.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Clinton Elementary School continues to Aim High because we know The Sky's the Limit! Our school is one of proud tradition and solid achievement. Dedicated, caring and concerned describes our faculty and staff. We have high expectations and a desire for the best education possible for all students. Not only do we concern ourselves with a child's academic well being, but also we extend this to their physical, mental, and emotional well being.

Through the Character Education Positive Action program, girls and boys in grades three, four, and five have been able to participate in the Girls and Boys Club. Our Boys Club, which has been in existence for two years, was selected as a National School of Character Promising Practices award recipient. Clinton Boys Club is to serve as a model for other Boys Clubs across the country. We are very proud of our Boys and Girls Clubs.

In addition to being recognized nationally as the National School of Character Promising Practices, Clinton received two honors from the South Carolina Department of Education.

Clinton worked hard for two years in order to be recognized as a Red Carpet School. Anyone who enters Clinton Elementary can feel the family-friendly atmosphere. We provide a welcoming climate for parents and community members alike. We believe that a school where parents feel welcomed and are part of the decision-making is a school where students will excel. Clinton received another award, the Palmetto Silver Award, for the improvement of performance of historically underachieving subgroups.

"A Whole Village Teaching Writing" was the school-wide theme this past year. The 6+1 Trait Writing Program was fully implemented across all subject areas. All students were required to write on a daily basis. The school's yearlong professional development program focused on research-based instructional strategies to help students effectively use their written communication skills.

We believe that the school, parents, and community share the responsibility for helping each student reach his or her potential. The involvement of our community volunteers has increased over the past year. The volunteers provide our students with one-on-one tutoring that is much needed. We want to thank the volunteers who logged more than 1,300 hours this year.

Clinton Elementary School is dedicated to the belief that all students can learn. We are dedicated to providing a quality education to each and every one of our students.

Thank you to all who helped make this year a success!

Rachel Ray, Principal
Lauressa McDow, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	55	52
Percent satisfied with learning environment	93.9%	92.7%	80.4%
Percent satisfied with social and physical environment	87.9%	92.6%	80.8%
Percent satisfied with school-home relations	45.5%	85.5%	74.5%

*Only students at the highest elementary school grade level at this school and their parents were included.